

## **The UK training model**

**Specify whether this is an oral presentation or a poster:** oral presentation

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### **Abstract:**

The GLOBE model of a five-day training event is not possible for UK teachers who are tied to a strongly regulated curriculum and bound by low budgets for training days. UK teachers simply would not attend a course for longer than one day - and yet there is a demand for good quality environmental education training. This demand has led us to develop a one day In Service Training (INSET) course introducing teachers to the basic GLOBE protocols, followed by pro-active support and additional training on request. The response to this model has been very positive and demand for training has grown over the last year, despite our increasing the cost to £50 per person.

### **Paper:**

During the UK pilot GLOBE Programme in 1997 teachers' opinions and views on all aspects of GLOBE were sought. Although they agreed that it was essentially compatible with statutory learning requirements and an extremely exciting and worthwhile project, every teacher who submitted an evaluation said that it would be unlikely to be taken up by UK teachers if training took 5 days.

In the UK, Head teachers have control of a pot of training money that is limited and variable. Once it's gone it's gone so they naturally need to approve any course or training that any of their teachers may request attendance at.

The cost to a school for one teacher to train in the GLOBE Programme is

- The cost of training (£50 per day). Some venues charge an additional fee for using their facilities and therefore the cost of training increases from the standard £50
- Teachers wages for the day (£100 per day)
- Cover for teachers' absence (£150 per day)...if cover can be found. Supply teachers are in short supply
- Travel etc (approx £20)

The financial implications therefore are approximately £350 per day, per teacher. A total of £1,750 for 5 days before any food and accommodation expenses. However, although this is far beyond the budgets of most educational establishments this, it would seem, was not the over-riding reason for shortening the training period.

UK teachers are allocated approximately 5 days per year for INSET or In-Service training. Within these 5 days secondary school teachers must complete any necessary moderation of coursework for their subject. The amount of time that they use for this will naturally depend on their student numbers, type of coursework and capabilities or efficiency of the teacher themselves. The most important fact of this is that it highlights a time constraint that immediately rules out any 5 day training courses.

The fact that teachers can only attend a one day course meant that if we were to promote the GLOBE Programme to schools then the course needed to be carefully designed. We needed to include the essential aspects of the GLOBE protocols and the expectations of data collection and equipment maintenance whilst providing teachers with a way to tick the National Curriculum boxes that they are required to by our very prescriptive National Curriculum.

Since that time our training has been fine tuned to include as much as possible that makes it useful without overloading and scaring teachers before they have even registered. We have discovered that teachers must be able to complete the following:

- a. Understand the Programme, what it is and how it fits into what they do already i.e. that it is a useful tool to help them to teach what they are already doing. We take pains to show them this and the additional benefits on both a national and international scale.
- b. Register by using a GPS, so we show them how to do this in some detail and practice taking GPS measurements.
- c. Know how to access, input and retrieve data from the database. For many teachers this is the most difficult aspect so we spend a significant part of the day doing just this. We have also produced step by illustrated step set of worksheets to use in the classroom.
- d. Take weather data. Weather is naturally linked to other subjects and protocols and it is also an area of study commonly covered within schools. We take teachers through many of the protocols, omitting those that are unlikely to be done as they do not fit into the National Curriculum or involve expensive equipment that the school is unlikely to have or be able to afford themselves

The training also includes selected protocols dependant on request. Some training would move onto Water, others Phenology or Land cover. Soil is rarely considered. Not all the protocols are covered as there are some that are not suitable for certain ages. For example, if the training is for primary teachers, nitrates would not be appropriate. Some would not be used as they do not link to our National Curriculum, and others are omitted where the equipment is too expensive or would be infrequently used.

Requests for project training are becoming more common. Project training is when a group decide on a specific project they would like to do and the day is designed around the protocols necessary to accomplish this. Training is tailored to meet the specific needs of each group every time.

Once trained and registered teachers can expect ongoing support via phone, e-mail, regular newsletters, updated web-site and additional training on request for the cost of our travel and expenses.

Our model is not perfect and is continually under review. However, comments from teacher evaluations and general feedback show it to be of a high quality, reasonably priced and most importantly, relevant to need.